

# Narangba State School

## Executive Summary



School  
Improvement  
Unit



Queensland  
Government



## Contents

1. Introduction .....	3
1.1 Review team.....	3
1.2 School context.....	4
1.3 Contributing stakeholders .....	5
1.4 Supporting documentary evidence.....	5
2. Executive summary.....	6
2.1 Key findings.....	6
2.2 Key improvement strategies .....	8



## 1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Narangba State School** from **24 to 28 May 2018**.

The report presents an evaluation of the school's performance against the nine domains of the [\*National School Improvement Tool\*](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

### 1.1 Review team

Stephen Bobby	Internal reviewer, SIU (review chair)
Susan Clark	Peer reviewer
Pam Hall	External reviewer



## 1.2 School context

<b>Location:</b>	School Street, Narangba
<b>Education region:</b>	North Coast Region
<b>Year opened:</b>	1910
<b>Year levels:</b>	Prep to Year 6
<b>Enrolment:</b>	716
<b>Indigenous enrolment percentage:</b>	5.4 per cent
<b>Students with disability enrolment percentage:</b>	7.6 per cent
<b>Index of Community Socio-Educational Advantage (ICSEA) value:</b>	1003
<b>Year principal appointed:</b>	2018
<b>Full-time equivalent staff:</b>	91
<b>Significant partner schools:</b>	Narangba/Burpengary Coalition - Narangba Valley State School, Jinibara State School, Burpengary State School, Burpengary Meadows State School, Narangba Valley State High School, Burpengary State Secondary College
<b>Significant community partnerships:</b>	Jabiru Kids Club Narangba delivering Outside School Hours Care (OSHC) on site, Tadpoles Early Learning Centre Narangba, State Member for Kurwongbah, Narangba Valley State High School – Science Maths Academy (SMA)
<b>Significant school programs:</b>	Professional Learning Community (PLC), literacy groups, Sounds to Letters program – with visits from other schools to observe and learn about this program, robotics, SMA, solid pathways, IMPACT for reading and mathematics, transition to Prep program, PLC initiative, plan to support collaboration, consistency and capability, moderation - internal and external, instrumental music program, school choirs, sport program, Adopt-a-Cop program



### 1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, deputy principal, acting deputy principal, acting Head of Curriculum (HOC), two Support Teachers Literacy and Numeracy (STLaN), guidance officer, Head of Special Education Services (HOSES), master teacher, teacher librarian/digital technologies teacher, 23 teachers, five teacher aides, two administration officers, 25 parents and 75 students.

Community and business groups:

- Three Parents and Citizens' Association (P&C) representatives and two school council representatives.

Partner schools and other educational providers:

- Director – Tadpoles Early Learning Centre, Head of Junior Secondary – Narangba Valley State High School, Coordinator – Jabiru Out of School Hours Care (OSHC).

Government and departmental representatives:

- Personal assistant for the State Member for Kurwongbah, Principal Professional Advisor (PPA) and ARD.

### 1.4 Supporting documentary evidence

Annual Implementation Plan 2018	Explicit Improvement Agenda 2018
Investing for Success 2018	Strategic Plan 2016-2019
Headline Indicators (Semester 2, 2017)	School Data Profile (Semester 1 2018)
OneSchool	School budget overview
Professional learning plan 2018	Curriculum planning documents
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
Individual student support plans	Roles and Responsibilities 2018
Responsible Behaviour Plan for Students	School Opinion Survey
School based curriculum, assessment and reporting framework	Minutes from Student Learning Committee meetings



## 2. Executive summary

### 2.1 Key findings

**All members of the school community speak highly of the school and its positive reputation in the wider community.**

A positive tone pervades the school and the learning environment is engaging and welcoming. The character and feeling of a family-centred school is acknowledged by staff members, students and parents. Parents, the leadership team and school staff members work together in collegial and supportive ways to create an environment that strives to meet the learning needs of all students.

**The school has staff members that are enthusiastic and caring towards the students.**

The school is committed to building a school-wide professional team of teachers. There is a high level of enthusiasm from staff members to continually develop their skills to improve student learning outcomes. Teachers demonstrate high-yield teaching strategies to engage and to motivate students to learn. The school provides multiple opportunities for staff members to engage in professional learning. There is a commitment from all teachers to engage in these opportunities.

**The school's Responsible Behaviour Plan for Students (RBPS) provides staff and students with a framework for maintaining a safe and supportive school environment.**

A matrix of expected behaviour has been documented as part of the RBPS. Staff members are familiar with the matrix. Some classrooms display artefacts that act as reminders for students regarding behaviour expectations and the school steps for managing inappropriate behaviour. Staff members articulate that most students display appropriate behaviours in the classroom setting. A degree of frustration is expressed by some staff members regarding the consistency of the application of consequences at the classroom and leadership levels. Most school staff report that further work is required to establish consistently implemented, whole-school processes for effectively managing student behaviour, particularly outside the classroom setting.

**A roles and responsibilities statement that outlines a model of shared leadership to implement school programs and operations is developed.**

The school leadership team has undergone a number of changes in recent years with a number of changes to principal leadership and other key personnel. The principal identifies that the current statement of roles and responsibilities for school leaders requires enhancement through the development of action plans that detail specific accountabilities, key actions and implementation timelines for priority programs being implemented by members of the leadership team.



**The curriculum plan for English and mathematics is aligned to the Australian Curriculum (AC).**

The leadership team acknowledges the need to continually build the knowledge, understanding and capability of all classroom teachers to construct and adapt curriculum units and assessments aligned to the AC. Formative, summative and anecdotal evidence of learning is collected to inform on-balance judgements against the year level achievement standard. The Head of Curriculum (HOC) and curriculum team are working with the teaching staff to build their knowledge of working within a standards-based curriculum framework. An external moderation process occurs across the coalition cluster to validate and develop consistency of judgements when assigning Levels of Achievement (LOA). Teachers' knowledge regarding moderating against a standards-based curriculum is yet to be consistent across the school.

**Teachers have a firm belief that all students can learn.**

Differentiated teaching and learning is provided throughout the school with a focus on literacy. The structural differentiation of students into ability groups is deliberate and systematic within most classrooms, with groups formed and reformed regularly, based on students' learning outcomes data. Whole-school processes to document differentiation are yet to be established.

**School leaders and teaching staff collaboratively analyse writing data linked to the school's 'five star' marking guide.**

Teaching staff use the five star ratings to identify aspirational student learning goals to assist students to improve their LOA in writing. Teachers share writing goals with students and the goals become focus areas for student improvement. Conversations with students indicate that this process is a known way of working. Most students interviewed are able to articulate the strategies to improve their writing to achieve their goal.

**A dedicated and enthusiastic Parents and Citizens' Association (P&C) executive and a group of willing volunteers go to great lengths to support the endeavours of the school.**

The P&C provides significant financial support for the school, and operates the school's tuckshop and uniform shop. Currently the P&C fundraising goal is to air condition all classrooms. At present this project is approximately midway through completion. The P&C is committed to raising substantial funds each year to fund this project.

**The school's position in the local community is genuinely embedded.**

A number of community members describe their multi-generational links with the school. The school enjoys high levels of parent and community confidence. Staff members recognise the importance of parents and families as partners in their child's learning and parents describe staff as approachable and 'upbeat'.



## 2.2 Key improvement strategies

Ensure whole-school approaches to effectively managing student behaviour are clearly outlined, consistently implemented, supported by all staff and are embedded across the school.

Enhance the statement of roles and responsibilities to include accountabilities, key actions and implementation timelines for all school and teacher leaders and ensure these are effectively communicated to, and understood by all staff.

Extend the formal moderation processes, within and beyond the school, to deepen teacher understanding of the effective implementation of the AC achievement standards and develop consistency and confidence in teacher judgment across all year levels.

Collaboratively develop a whole-school differentiation plan that outlines processes to record intervention strategies and adjustments for all students.